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ABSTRACT

These guidelines outline the role of the visiting team members and familiarize them with those details necessary to conduct a condensed external evaluation of Wisconsin secondary vocational programs. (Such condensed evaluations are conducted when a full team visitation is not appropriate.) First, the three goals of the on-site evaluation are outlined. A discussion of the team selection and team members' functions and role follows. Preparation for the on-site mini-visit is then addressed, and the visiting term report is explained and format provided. A section on guidelines for mini-visit team members details advance preparation, pre-visitation evening tasks, and on-site visitation activities. Host school preparations by school personnel are also spelled out. A Team Member Handbook for Use During On-Site Evaluation is provided. It contains forms for evaluating (1) program phases (needs assessment, goals and planning, implementation, product, and evaluation) and (2) the vocational discipline areas. Appendixes, amounting to approximately one-third of the publication, contain sample reports and forms. (YLB)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Vocational and Career Education

MINI-VISIT GUIDELINES and RATING SCALE for Wisconsin Secondary Vocational Programs

March 1980

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MINI-VISIT GUIDELINES

Project Number 0-5189/E084

Wisconsin Department of Public Instruction
Bureau of Vocational and Career Education
Madison, Wisconsin

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Statewide Secondary Vocational Program Evaluation Project

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Revised, July, 1980

PREFACE

The purpose of the pilot Mini-Visit Guidelines is to outline the role of the visiting team members and to familiarize them with those details necessary to conduct a condensed external evaluation of Wisconsin secondary vocational programs when a full team visitation is not appropriate. The responsibilities of the school personnel are also spelled out so that team members are aware of the advance preparation and planning that has taken place prior to the visitation.

These guidelines were developed as a part of the Statewide Secondary Vocational Program Evaluation Project. They are subject to revision in the future.

The Mini-Visit Guidelines are based upon statewide goals and objectives of vocational education as determined by the project Advisory Committee and project staff. They are meant to be used in conjunction with and as a second step following a comprehensive self evaluation. (See Self Evaluation Manual for Secondary School Vocational Programs, July, 1980).

Recognition for foresight and continual support and assistance throughout the project is given to the Bureau of Vocational and Career Education, Wisconsin Department of Public Instruction. The administration, LVEC and vocational staff of the pilot schools, as well as pilot team members, are also commended for having responded with wholehearted professional dedication and participation in the field test of the evaluation model.

Our thanks to all others who have helped in the development and conduct of this project.

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INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs.

The pilot Secondary Vocational Program Evaluation Project was a cooperative effort of state and local personnel coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a four-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop a Program Development Evaluation System model was developed depicting program activities as NEEDS ASSESSMENT, PLANNING AND GOAL SETTING, IMPLEMENTATION, PRODUCT, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures for both the Self Evaluation Manual and Mini-Visit Guidelines are based upon these identified program evaluation concerns.

The Vocational Program Evaluation System consists of three interrelated phases. Each of the three phases has a specific function defining the objectives of the program evaluation.

Self Evaluation. Adapt and use the procedures and instrumentation contained in the Self Evaluation Manual to plan, conduct, and report a comprehensive self evaluation of the total vocational program.

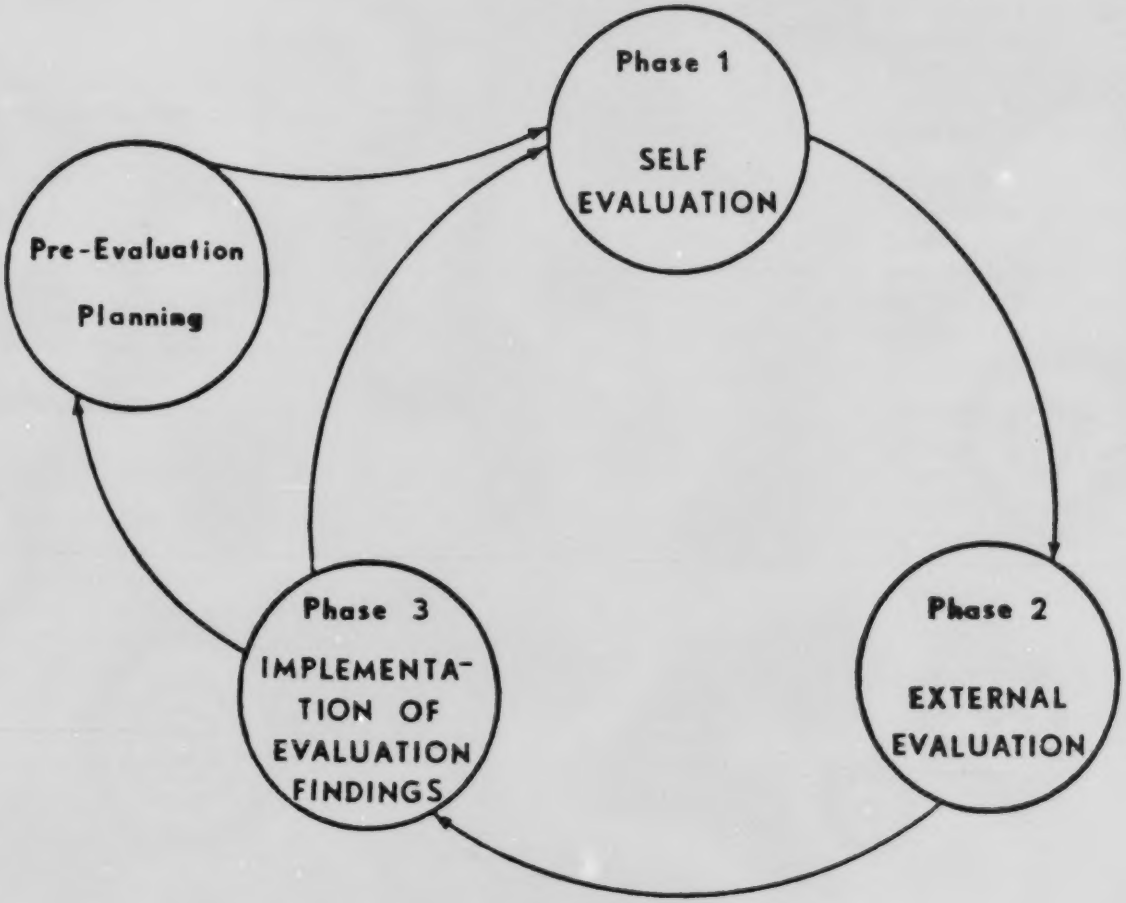
External Evaluation. For schools who elect a mini-visit in the alternate five-year cycle between full team visits, adapt and use procedures and instrumentation contained in the Mini-Visit Guidelines to conduct an external evaluation and receive a written report containing summary data, conclusions, recommendations, and suggested solutions for program improvement.

Implementation of Evaluation Findings. Using findings from the self evaluation and on-site team evaluation reports, develop short and long-range plans for improvement of the program. Begin implementation of the planned program of improvement.

See Figure 1, Overview, on next page for a graphic representation of the Three-Phase Evaluation System.

OVERVIEW

SECONDARY VOCATIONAL PROGRAM THREE-PHASE EVALUATION SYSTEM



GOALS OF THE ON-SITE TEAM VISITATION

The goals of the on-site evaluation are outlined below. Major goals one and two, which outline the scope and depth of the evaluation are of utmost importance and should be emphasized in each team evaluation. Major goal three, which looks to the effectiveness of the orientation and exploration levels of the program, is also important. However, when rigorous time constraints are encountered, the depth of this portion of the evaluation may have to be adjusted.

- Major Goal One: (Scope of the Evaluation)

  Determine the effectiveness of the management of the comprehensive vocational education program. (Comprehensive vocational education program includes Capstone, sequence, and exploratory levels).

  Specific Goals:

  1. Is there evidence of a functioning, systematic, and comprehensive needs assessment system? Determine the strengths and weaknesses of the needs assessment phase of the program.

  2. Examine the philosophy, goals and objectives of the program. Are the goals and objectives based upon the philosophy? Are goals and objectives stated, consistent, achievable, and measurable? Determine the strengths and weaknesses of the goals/planning phase of the program.

  3. Does the program reflect identified needs of the district, its stated philosophy and objectives, sound administration, management, instructional practices, vocational guidance, and services to students with special education needs. Determine the strengths and weaknesses of the implementation phase of the program.

  4. Determine whether the program provides adequate preparation for employment. Examine the product of the program to determine employability, preparation for post-secondary education, and satisfaction with the program.

  5. Is there a systematic, on-going program evaluation plan developed and in use which relates to the goals of the program? Determine the strengths and weaknesses of the evaluation phase of the program.

- Major Goal Two:

  Determine the effectiveness of the Capstone courses in the various vocational education disciplines: Agriculture, Business Education, Distributive Education, Health Occupations, Home Economics Education, Industrial Education.

  Specific Goals:

  1. Determine if the courses offered are preparing students for the world of work and/or for post-secondary educational training.

  2. Determine if program offerings are comprehensive and/or can be realistically expanded to better serve the student.

  3. Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded and how effectively this was done.

  4. Determine the presence/absence of sex role stereotyping and efforts made to reduce role stereotyping.

  5. Determine the in-school articulation (general vocational studies and appropriate academic areas) and articulation between the local vocational program and the local community resources and other educational agencies within reach.

- Major Goal Three:

  Determine the effectiveness of the sequence and exploratory levels.

  Specific Goals:

  1. Determine whether sequence courses are relevant, adequate, and available to a wide range of students.

  2. Determine whether exploratory courses are relevant, adequate, and available to a wide range of students.

THE MINI-VISIT EVALUATION TEAM

Team Selection

Team personnel will be selected from outside the district to be visited. The team will be comprised of two persons representing the following two specific groups:

1. An LVEC or vocational educator with vocational administrative background and/or experience.

2. A DPI Consultant from the Bureau of Vocational and Career Education.

LVEC Member. The LVEC member will be selected using the following criteria:

1. Experience or background in vocational education and familiarity with a total vocational program;

2. Competence, as judged by colleagues, such as leadership and ability to organize, as well as group sensitivity and a strong ability to deal with people;

3. Familiarity with visitation team procedures and practices is desirable. Training in the use of these Guidelines will be accomplished;

DPI Consultant Member. If a consultant from the BVACE is unable to participate, their personally selected representative will substitute.

NOTE: The host school LVEC will also serve as an ex officio evaluator by completing both the management and discipline evaluation instruments two weeks prior to the on-site mini-visit. Because no two raters rate exactly alike, an attempt will be made to determine inter-rater reliability between the host LVEC and the DPI evaluator and between the host LVEC and the LVEC evaluator.

Team Member Functions

- *The evaluation function of the LVEC member is that of the MANAGEMENT component.*

The LVEC member will spend his/her exploration time studying and interviewing administrators and educators within the school. A small percentage of his/her time may be scheduled to interview students and/or business and industrial personnel of the community.

- *The evaluation function of the DPI member is that of the DISCIPLINE component.*

The DPI team member will spend his/her exploration time studying and interviewing instructors, guidance and administrative personnel within the school. A small percentage of his/her time may be scheduled to interview students, advisory, and/or business and industrial personnel of the community.

Role of all Team Members

The visiting team members function as evaluators assessing the quality of the program in the light of its stated purpose(s) and objectives. The Self Evaluation Report prepared by program personnel is a primary source of information and should be used as an evaluation guide. However, the team normally evalutes certain areas beyond those recorded in the report. Valuable information can be obtained from interviews and from supportive documents which can be considered in conjunction with the Self Evaluation Report to formulate and acknowledge program strengths and weaknesses.

The approach of the team to the evaluation should be objective. Practices at home institutions and/or personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the District's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel in most cases are proud of the program and their contributory roles and efforts while still remaining open to positive suggestions for doing an even better job. In some cases, program personnel are under rigorous time constraints to complete the Self Evaluation Report in time to meet evaluation deadlines. Keeping these thoughts in mind will contribute to a successful and productive visitation evaluation.

PREPARATION FOR THE ON-SITE MINI-VISIT

Advance Preparation

Each team member will normally receive a Self Evaluation Report at least ten days prior to the visit. Before arriving on campus, each member should carefully scan the full report particularly noting the various instrumentation, findings, and results such as student and employer followup data, student assessment data, staff and advisory committee data. Give special attention to specific team assignments (management or discipline component) made in advance and carefully read the relevant sections of the report.

Each member will receive memoranda concerning the tentative schedule of the visitation, team assignment, time of the initial and final meetings, and a roster of team personnel. A map of the school(s) may be included. Each member will make his/her own travel arrangements to and from the school.

Conduct of the Visit

(See Sample Visitation Schedule, p. 10)

The team will begin its visit the evening prior to the visitation with an initial orientation session for team members conducted in the Team Workroom (see Schedule for room assignment) at which time the team will meet with the LVEC. Following this introductory session, the two evaluators and host LVEC will finalize the Schedule, discuss plans for the evaluation, clarify interview schedules, and review procedures for writing the team report.

The host LVEC can explain the layout of materials in the team workroom, discuss any pertinent aspects of the Self Evaluation Report which need explanation or emphasis, and, if judged necessary, take the team on a brief tour. In the case of a larger school or cluster set-up, the host LVEC will, instead of a tour, go over the school(s) layout and district maps familiarizing the team with necessary directions. It is important that once the above mentioned items have been covered, for the balance of the evening, the host LVEC will assume the role of an information and resource person or leave allowing the team to complete the scheduled Self Evaluation Report Analysis #1.

Throughout the visit the team will have scheduled team meetings so that members can share their feelings and observations. Through these exchange sessions, members can solidify impressions and identify additional areas that should be examined or interviews and/or materials that should be requested. Careful notes of all findings as well as names of all faculty and staff interviewed should be kept. The Team Member Handbook (p. 26) can be used by team members for jotting down thoughts and reactions. Near the conclusion of the visit, the team will review findings with the host LVEC and finalize recommendations. At that time, the rough draft of the report can be approved by the team while still at the school site.

The team will make a brief oral report to the Administrator and LVEC at the end of the visit. This report will include a general overview of major findings showing both strengths and weaknesses all of which will be included in detail in the final written report. The LVEC and Administrator may include other key personnel in this report meeting if they desire.

The Team Report

The team assumes the responsibility for coordinating and compiling the Mini-Visitation Report. It is important that the focus of the report reflects the Program Self Evaluation and centers around elements of strength and areas of concern about which the team has reached consensus. The CVTAE consultant will obtain from each team member a typed rough draft of his/her part of the report. A rough draft constitutes a completed report with conclusions, recommendations and suggested solutions rough typed at the school. The rating scale will not be typed; therefore, evaluators final copy will be very legible and in black ink.

The team will complete the report before leaving the campus. This will include editing the report to assure a consistency of format and seeing that the Report is checked for "typos" after draft typing at the school. The rough draft will also be read to the host LVEC after lunch on Day Two. It must be emphasized that the host LVEC is to make corrections only in relation to terminology and/or factual and spelling errors. Following this procedure, the typed rough draft of the Report will be submitted by the team to the CVTAE coordinator for final review. The CVTAE coordinator will complete the editing process and prepare the data presentation pages for the Report prior to leaving the host school. The CVTAE coordinator will retain a copy of all sections of the Team Report. Final typing of the Team Report will be the responsibility of the host school.

Special Precautions

Team members are reminded of the confidential nature of the Self Evaluation Report as well as information obtained from all other sources during the visit. This information must not be displayed or discussed during or after the visit, except for official purposes.

Team members must not discuss any findings with the news media.

Each team member will return his/her numbered Self Evaluation Report to the host LVEC unless otherwise specified.

Team Member Finances

DPI and CVTAE consultants will assume their travel and lodging expenses. Visitation expenses incurred by the LVEC team member will be reimbursed by the school as explained herein. Travel and expense voucher will be distributed by school personnel during the visit. The team member should be financially capable of paying for both travel and food during the visit. Actual expenses are reimbursed in accordance with the following guidelines:

Meals: Actual cost of meals and tips to, from, and during the business of the visitation. There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the District Guidelines.

Travel: Personal auto expenses to, from, and during the business of the visitation at the District Guidelines rate.

Lodging: The actual cost of the room accommodations for the evaluator while on business of the visitation. Lodging will be arranged for by the school for both evaluators and CVTAE coordinator. Telephone calls made and charged on the hotel bill will NOT be eligible for reimbursement and are the responsibility of the individual.

Team Checklist

Please use the following list before leaving for the school to ascertain that you have all the needed materials:

1. The Self Evaluation Report;
2. The tentative schedule of visitation;
3. A roster of team personnel including team assignment, school addresses and telephone numbers;
4. The Mini-Team Member Handbook (included as the last section of these Guidelines);
5. Name,address, and telephone number of the hotel/motel;
6. A community map or directions indicating school location and parking accommodations;
7. A floor plan of the school (this may be available in the team work room);
8. Interview schedule.

The following materials will be made available in the team work room for the time the team is at the school:

1. Class schedules (including exploratory and sequence courses) for all attendance centers and a list of the vocational teachers;
2. A listing of the local advisory council members, place of employment, telephone numbers, and minutes of meetings;
3. A listing of the local Board of Education members, addresses, and telephone numbers;
4. A listing of Capstone graduates and employers of graduates, addresses, and telephone numbers.

Sample Visitation Schedule

Pre-Visitation Evening

- Arrive at school by 7:00 p.m. Please check in at (specify lodging facility) and have dinner before arrival at school.
- 7:00-8:00 p.m. Orientation session with host LVEC at school team workroom. (specify room site)
- 8:00-9:30 p.m. Self Evaluation Report Analysis #1.

Day One

- Arrive at school Team Workroom (specify room site) by 8:00 a.m. Please have breakfast before arrival.
- 8:00 a.m.* Local Staff-Team Introduction meeting. Meet superintendent, principal, LVEC, available vocational staff.
- 8:30 a.m. Self Evaluation/On-Site Records Analysis #2.
- 10:00 a.m. Interview assignments.
- 12:00 noon* Lunch
- 1:00 p.m. Interviews/On-Site records analysis.
- 5:30 p.m. Dinner
- 7:00 p.m. Rating Scale writing. Begin formulating tentative conclusions for each criteria. (Recommendations and suggested solutions will be formulated after Team Consensus meeting.)
- 8:30 p.m. Team Consensus Meeting.
- 10:00 p.m. Dismiss for the day.

Day Two

- 8:00 a.m. Additional records analysis or continue writing reports. Begin typing reports.
- 12:00 noon* Lunch
- 1:00 p.m. Report reading between two evaluators and host LVEC.
- 2:30 p.m. Rating Scale/Writing wrap-up.
- 3:00 p.m. Report session of Team with LVEC/administrator.
- 3:30 p.m. Debriefing: Team workroom - Self Evaluation Report, team reports, and interview sheets due to CVTAE consultant. Travel vouchers filled out and turned in.
- 4:00 p.m. Team dismissed. Leave school.

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* Adjust time to fit school schedule.

THE VISITING TEAM REPORT

It is important that all team members understand the make-up of the Team Report. The results of the team visitation will be contained in a single report which should include the following:

A. Introductory Statement (written by one team member) See Appendix A for example "Introduction."

B. Team Evaluation Overview of Findings (written by both team members: LVEC evaluator writes management overview; DPI evaluator writes discipline overview.)

1. The general overview of findings statement is an integral part of the evaluation report. The statement consists of a general overview of the vocational program evaluated by the team. The intent is to highlight the exemplary characteristics and to recommend how the district can concentrate efforts to overcome major identified deficiencies. Those areas of the Self Evaluation Report which team members either validate or disagree with should be discussed here.

- Be concise but include sufficient information to avoid misinterpretation.
- Utilize data collected from the written materials as well as information gathered during the exploration activities of the team.
- Include both strengths and areas needing improvement to set a balanced tone for the report and to avoid an overly negative report.
- Important. Be sure to cite "Product" data selected from the Self Evaluation Report. This is a Vocational Program Evaluation and as such must acknowledge findings as related to job success, employability, and job entry skill development. Use product data from employers, graduates and students.

2. See Appendix A for example "Overview of Findings."

C. Ratings, Conclusions, Recommendations and Suggested Solutions as appropriate for each of the five program areas of concern, vocational services to students with special needs, and each of the educational disciplines.

1. The Management Rating Summary (Table 1) and the Discipline Rating Summaries (Tables 2-7) display frequency of ratings and mean scores for key questions in management and discipline areas. In choosing a numerical rating, consider:

- Do you have sufficient evidence to support your rating?
- Does the rating reflect consensus of the team?

2. The conclusions, recommendations, and solutions columns of the report contain statements which encourage the district to continue exemplary characteristics

and/or to improve or correct deficiencies. Consider:

- Is the comment stated in a positive tone?
- Do conclusions contain statements which note exemplary characteristics and deficiencies for key questions investigated?
- Are recommendations clear, direct, and to-the-point, leaving no doubt as to the action suggested?
- Are the suggested solutions specific, listing steps, names, places, documents, etc. Will the suggested solution remove any inequity noted in the conclusion and recommendation column?
- Are the statements realistic and feasible to the host district?

D. Order and Outline for the Visiting Team Report

1. Title Page - name of school, dates, program evaluated, sponsoring bodies.
2. Table of Contents.
3. List of Evaluation Team Members and Consultants, if any.
4. List of Tables.
5. Introductory Statement (or perspective).
6. Team Evaluation Overview of Findings.

   This section will include two or three pages that summarize a general overview of the program evaluated by the team as well as the team's recommendations for improvement. This is an introduction to the more detailed body of the report. (See B.1, p. 11).
7. Mini-Visit Rating Scale. This is an explanatory section provided to host schools by the CVTAE to assist readers in understanding and interpreting the mini-visit rating scale. (See page 59)
8. Management Rating Summary (Table 1).
9. Needs Assessment

   Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions.
10. Goals/Planning

    Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions.
11. Implementation

    Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions.

12. Product

    Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions.

13. Evaluation

    Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions.

14. Special Needs

    Conclusions (strengths and weaknesses) from areas identified in Forms H1 and H2 and on-site interviews, Recommendations, Suggested Solutions.

15. Education Disciplines

    Discipline area reports in alphabetical order:

    - Agriculture - Rating Summary (Table 2), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions.
    - Business and Office Education - Rating Summary (Table 3), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions.
    - Distributive Education - Rating Summary (Table 4), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions.
    - Health Occupations - Rating Summary (Table 5), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions.
    - Home Economics Education - Rating Summary (Table 6), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions.
    - Industrial Education - Rating Summary (Table 7), Conclusions (strengths and weaknesses), Recommendations, Suggested Solutions

E. Sample Team Report format sheet is shown on page 14.

F. Sample Management Rating Summary (Table 1) is shown on page 57.

G. Sample Discipline Rating Summary (Tables 2-7) is shown on page 58.

Area of Concern _____

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS

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GUIDELINES FOR MINI-VISIT TEAM MEMBERS

Advance Preparation

Upon receipt of the Self Evaluation Report and related materials, team members should become familiar with the districts' vocational program and their evaluation responsibilities. The following guidelines are important:

1. Read Mini-Visit Guidelines carefully. Take particular note of your specific evaluation assignment.

2. Review the Self Evaluation Report to become familiar with the District, vocational program, capstone and sequence courses, and the data format in Chapter Three. On-site time will be devoted to in-depth analysis of this report; however, advance awareness of the format and content is necessary.

3. Become familiar with the general campus layout, parking facilities and motel accommodations.

4. Review agenda and interview assignments.

5. Contact host school LVEC to request additional help or items missing from advance mailing.

Pre-Visitation Evening

A. Team Orientation/Report Analysis I Session, (conducted by the team in the team workroom).

1. Team Orientation

- Members present are host school LVEC and the two team members.

- Team members will need name tags. Discuss check-in requirements for the arranged room accommodations. Discuss parking facilities.

- Host LVEC explains the content of the prepared exhibits and their placement in the team room. At this time the LVEC may, in the case of a small school, take the team on a brief tour. In the case of a large school or cluster set-up, the LVEC, instead of a tour, can go over the school(s) layout and district maps to familiarize the team with necessary directions. After this point the meeting will again be under the direction of the team.

- Discuss pre-arranged individual interview schedules making any changes with host LVEC.

- Review principles of interviewing (see Appendix F. - page 64). Specific questions used for interviews will be determined by information needed. Discuss techniques for group and telephone interviews as given on p. 23.

- Review evaluation procedures. It is a total program evaluation with prime emphasis on total program management, Capstone, sequence, and exploratory programs. Conclusions from both Program and Discipline areas are to be shared team findings. Team conference sessions are for the purpose of sharing and verification of observations.

- Discuss important aspects of the Self Evaluation Report. Call upon the host LVEC to help the team walk through the Report highlighting organization of data, correcting errors, and answering questions.

- Discuss report writing sessions and members contributions to them. Distribute copies of team report format. Read and discuss the "Visiting Team Report" on pp. 11-13.

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2. Report Analysis I

For the balance of the session (at least 1½ hours), team members will conduct the Self Evaluation (SE) Report Analysis I.

- Turning to either the Management or Discipline Component of the attached Team Members Handbook (p. 26) as assigned, each evaluator will review evaluation instructions. The following process is then suggested:

  (a) Read each "key question" for evaluation (column 1, rating scale).

  (b) Using the SE Key (column 2, rating scale) find the appropriate portion(s) in Chapter 3 of the SE Report identified as a source of evidence. Analyze the evidence.

  (c) Continue collecting and analyzing evidence from the SE Report making notes as needed in the "Evaluator's Notes" column of the rating scale. When all SE evidence has been analyzed a numerical rating (NA or 1-5) can be penciled in column 1 - "SE Report".

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(d) If time runs short, be sure to cover major key questions in each area (management component or discipline as assigned) rather than to cover all key questions in one or two areas and none in the balance.

The On-Site Visitation - Day One

A. The Local Staff-Team Introduction Meeting (one-half hour)

1. Local administrators/LVEC welcomes team and introduces available local staff.

2. Local administrator and/or LVEC discusses significant points on the makeup of the district and/or the vocational program which may not be covered in the Self Evaluation Report.

3. Local administrator introduces team who in turn relate their home base and their evaluation assignment.

4. LVEC team member orients staff to the purpose of the evaluation, team member function, general schedule, and location of the team.

5. LVEC team member informs staff of interview procedure and schedules, emphasizing the necessity for both team and staff to keep on schedule.

6. Local administrator/LVEC closes meeting after answering questions.

B. Self Evaluation/On-Site Records Analysis II (1½ hours)

Complete SE analysis begun on the pre-visitation evening and gather evidence from on-site records as well, rating (NA or 1-5) column 3 of the rating scale - "On-Site Records."

C. On-Site Interview Assignments (up to six hours)

The host LVEC will have evaluators scheduled for group interviews during this time.

The LVEC evaluator will spend most of his/her time group interviewing administration and appropriate program management staff within the school, a smaller share with instructors and a smaller time with community persons. Time for telephone interviews with Board members will be designated.

The DPI evaluator will spend most of his/her time group interviewing departments, a smaller share with employers and former students, a smaller time with administration. Time for telephone interviews with advisory members will be designated.

NOTE: A small number of group interviews may be scheduled jointly for both LVEC and DPI evaluators.

D. Rating Scale Writing (1½ hours)

It is possible that evaluators may have found it opportune to begin using the mini-visit rating scale check list during the analysis and interview periods earlier in day one. At any rate, it is necessary at least by this time, to begin the actual rating.

Instructions for rating are on the various scales in the Team Member Handbook section of these guidelines. Evaluators will, independent of each other, begin completing the rating scale. Tentative conclusions (hold recommendations and suggested solutions until after the consensus meeting) should also be formulated where appropriate at this time. This tentative rating and writing should be done in pencil to allow for easy changing if further interviews or consensus meeting warrants such change.

E. Team Consensus Meeting (team members only - 1½ hours)

This meeting is critical to the success of the team visit and the validity and consistency of the Team Report. Most of the SE analysis and interviewing has been completed and the team will want to use this time as follows:

- Obtain consensus on ratings and conclusions reached for key questions investigated in each management area of concern and discipline area. This will involve a great deal of free and open discussion. Conclusions in each area must be stated by the investigator, challenged when appropriate and corrected if necessary. Or perhaps, some conclusions will be earmarked for more investigation on the following morning.

- The best format for the team to follow for this meeting is as follows:

  (1) allow the discipline evaluator to present his/her tentative ratings and conclusions first (e.g., Agriculture, Business Education, Distributive Education, etc.).

  (2) plan for a pre-determined amount of time for this presentation which will allow for both the presentation and either questions, challenge, or confirmation from the management team member who also may have encountered evidence which relates to the conclusion(s) presented.

  (3) allow the management evaluator to then present his/her tentative conclusions (e.g., Needs Assessment, Goals/Planning, etc.).

- Important. Management evaluator during discipline presentation on data which pertains to his/her evaluation concern. (For example, for "Implementation," the LVEC evaluator will want to take notes on how advisory committees are functioning in each discipline in order to formulate or corroborate the conclusion statement for key questions #1 and #2 for his/her "Implementation" report.

- In cases where no challenges are made, evaluators may consider their conclusions as corroborated.

- These validated conclusions will now be used to form the basis of the individual reports, developing recommendations, and suggested solutions for each conclusion where deemed appropriate during the final Report writing session.

- Keep reports moving or this meeting could last all night!

The On-Site Visitation - Day Two

A. Additional Records/Analysis/Report Writing/Typing Reports (four hours)

During this time evaluators will spend their time on either or all of the following activities:

- conducting additional interviews necessitated as a result of the consensus meeting to clarify conflicting evidence;

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- further analyzing the SE Report and/or support documents necessitated as a result of the consensus meeting;

- finalizing ratings and formulating recommendations, and suggested solutions for confirmed conclusions.

- submit reports to the host school typists for rough-draft typing.

B. Report reading between two evaluators and host LVEC (one and one-half hours)

Each team member will read his/her report to the host LVEC. This is a most important activity. The host LVEC is present to make corrections of terminology and/or factual and spelling errors.

C. Rating Scale Writing Wrap-up (one-half hour)

Evaluators will finalize ratings, conclusions, recommendations, and suggested solutions pages. Evaluators will submit the Introduction and Overview of Findings as well as the Personal Interview Sheets. Each evaluator will read all of his/her typed pages making any and all corrections necessary to the rough draft typed copy.

D. Oral Report Sessions With Administration/ LVEC (One-half hour)

- Team will discuss any findings judged difficult to include in written report.

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- Center report on general conclusions, recommendations, suggested solutions. The team may speak directly from their portions of the Overview of Findings.

- Receive any suggestions or discussion on conduct of the team.

- Leave on a positive note after thanking the administration for the cooperation and courtesies shown.

E. Debriefing (One-half hour)

- Evaluators will submit draft Report to the CVTAE consultant. Include:

  (1) The completed mini-visit rating scale for both management and discipline components (in ink).

  (2) The completed rough draft corrected typed conclusions, recommendations, and suggested solutions pages as well as the original written pages.

  (3) The Introduction, Overview of Findings, and Personal Interview Sheets, all typed.

- Evaluators will submit to the host LVEC their Self Evaluation Reports (if school wishes them returned).

HOST SCHOOL PREPARATIONS FOR THE MINI-VISIT TEAM

Responsibility of the School

The host school (LVEC) will assume responsibility for completing the following activities and arrangements.

Preliminary Preparations

1. Carefully read Mini-Visit Guidelines and Rating Scale.

2. Review potential team roster from the CVTAE with school administrator and LVEC. Finalize the potential list utilizing strike-off privilege, if necessary.

3. Upon receipt of finalized team roster from CVTAE, arrange for notification of selected team members. See sample letters in Appendix H*. Complete the Information For Visiting Team form and send to team members along with Personal Data Sheet and team roster. See Appendix I*. NOTE: Mini-Visit Guidelines will be sent to members by the CVTAE.

4. Review and plan finalized team schedule. See pp. 10.

5. Mail team assignment sheet, Self Evaluation Report and finalized visitation schedule to team members and consultants at least ten days prior to visit. It is also helpful to include a community map with school and parking accommodations shown.

6. Outline a list of suggested materials that the school can have in readiness for the team. See "Suggested Institutional Materials for Visiting Team," pp. 20-21*.

7. Arrange for a team workroom at the main campus building. Arrange for suggested materials to be available in the team workroom as well as telephone, typewriter, paper, clerical help if necessary, and capabilities for xerox, etc. Arrange for school personnel to lay out materials in logical order. The host LVEC will explain material arrangement to team members at orientation. Include a floor plan of the school(s).

8. Plan for housing and meals. Reserve hotel/motel rooms for team members, CVTAE, and DPI personnel. Read "Team Member Finances" in Mini-Visitation Guidelines, p. 8. CVTAE and DPI personnel will pay their expenses.

9. Prepare name tags for team members and consultants. School personnel will also need name tags. Select "student guides" if

*In Self Evaluation Manual

*In Self Evaluation Manual

necessary and prepare name tags for them also.

10. Confirm arrangements for scheduled meals and eating facilities planned for on-site visitation.

11. Duplicate (ditto is satisfactory) Team Report format sheets in adequate number to allow approximately fifteen for each member plus 50 for draft typing. See Appendix J, page 86* for example. Duplicate Personal Interview Sheets (see p. 53) to allow three for each team member (two for evaluator's use and one for typing).

12. Distribute Mini-Visit Guidelines to appropriate program personnel. READ. All program personnel should receive roster, schedule, etc., and be aware of all aspects of the on-site visit.

13. Arrange for the team to have the following materials in readiness at the team workroom during the time the team is at the school conducting the pre-visitation activities:

    - Class schedules (including exploratory and sequence courses) for all attendance centers and a list of the vocational teachers.

    - A listing of the local Board of Education members, addresses, and telephone numbers.

    - A listing of the local Capstone graduates and employers, addresses, and telephone numbers.

14. Develop and distribute a series of news releases on the team visit phase. Also employers, graduates, Board members, training sponsors will need to be prepared to receive team interviews (Day One and possible a.m. of Day Two).

15. Develop 'group' interview schedules for each team member with vocational staff, administration, etc. Use Interview Schedule Guidelines in next section (p. 23). Distribute to staff. <u>This activity is critical!</u> (Use Schedule of Interview Form, p. 54.

16. Using the SE Report as a source of evidence, the host LVEC will complete (rate) both management and discipline instruments (with limited written comments) approximately two weeks prior to the on-site visit, and will mail the two instruments back to the CVTAE.

    <u>This is a critical activity</u> which will allow comparisons to be made during the pilot and selected future visits between the host LVEC, the full on-site pilot team, and the regular mini-visit evaluators. Comparisons will be made using two statistically valid inter-rater reliability formulas.

*In Self Evaluation Manual

The host LVEC will follow these guidelines in completing the ratings:

- Carefully read the instructions for rating on the various scales in the Team Member Handbook section of these guidelines.
- Collect and analyze evidence from SE Report, On-Site Records, and On-Site Interviews, writing in a tentative rating number in "Source of Evidence" columns.
- Make limited comments where appropriate.
- Complete both management and discipline scales (using one scale for each discipline) and mail to the CVTAE at least ten days in advance of the mini-visit.

Upon receipt of host LVEC ratings, data from the rating scales will be processed at the CVTAE using the LIKERT program. Mean and standard deviation will be generated for each item as well as a composite for each management and discipline area.

Interview Schedule Guidelines (for the host LVEC)

The condensed format of the mini-visit will require that 'group' rather than 'individual' interviews be scheduled for both evaluators in most cases. This is a critical activity and needs careful attention. Using the following guidelines, develop an interview schedule for the management evaluator (LVEC) and the discipline evaluator (DPI consultant):

- The first entries on each member's schedule should consist of the orientation, writing and team conference meetings that have been scheduled in advance. See pp. 55-56 for examples of filled in interview schedules. Copy p. 54 and use as format for each evaluator - note that pre-scheduled events are already filled in and should not be changed.
- Schedule interviews for each team member for Day One only within the 10:00 a.m. to 12:00 and 1:00 p.m. to 5:00 p.m. time slots, with sufficient time (45-50 minutes) for interview and sufficient time (10-15 minutes) for the team member to summarize and record findings after. Team members themselves should be charged with scheduling any additional interviews necessary to complete their assignment for the morning of Day Two.
- Schedule the management evaluator primarily with administration and Board members. Some scheduling of guidance staff, students, and employers can also be done.
- When Board members are not available for afternoon interviews, one-half to one hour should be scheduled to contact Board members by telephone. Or, both evaluators may be scheduled to eat dinner (5:30 p.m., Day One) with Board members available.

- Schedule the discipline evaluator primarily with departmental meetings being sure to include each department as a separate group interview. Some scheduling of guidance staff, students, and employers can also be done.

- Schedule one-half to one hour for discipline evaluator to contact advisory members by telephone. Telephone interviews, when properly done, can be very effective. The evaluator will need to write out interview questions in advance, get response by phone from a sample of advisory members on each question, then analyze and synthesize conclusions. When this pattern is followed, productive interviews and conclusions can result.

- Schedule one-half hour for the host LVEC to be interviewed by each evaluator separately.

- Schedule interviews during preparation periods when possible. In some cases you may need to schedule interviews during laboratory periods. When this is not possible, class time may need to be utilized, possibly arranging for someone to 'cover' for the interviewee during the time of the interview.

During Visitation

1. Host the team/staff introductory meeting. See Guidelines, p. 15.

2. Have 'student guides' identified and in readiness as facilitators for team member, if requested.

3. Monitor progress, offer assistance or consultation as needed.

4. Distribute travel vouchers to LVEC team member.

5. Arrange to have typists available on the final evaluation day to type a rough draft of the Team Report. Two typists can be assigned for the morning; two or three will be needed for the afternoon (if student typists are used, more will be needed). It is essential that the rough draft be completed and in the CVTAE coordinator's hands for editing while she/he is still at the school. The CVTAE coordinator will complete the editing process and prepare the data presentation pages for the Report prior to leaving the host school. The CVTAE coordinator will retain one xerox copy of all sections of the Team Report. Final typing of the Team Report will be the responsibility of the host school.

6. The host LVEC will be available all day of Day Two to 'hear' reports. Each evaluator will read his/her report from the written copy. The team and host LVEC will cooperatively either accept each report at this time or require the evaluator to modify it for corrections. Corrected sections may need to be re-read to the host LVEC a second time for acceptance.

After Visit

1. Process team members travel vouchers.

2. Type final copy of the Team Report.

3. Cover and duplicate the completed Mini-Visit Team Report.

4. Distribute the specific number of copies to the appropriate people.

   - Mail one copy to DPI Consultant - Virgil Martinson

   - Mail one copy to the CVTAE Consultant - Dorothy Dale

Team Member Handbook For Use During On-site Evaluation

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MINI-VISIT RATING SCALE FOR VOCATIONAL PROGRAMS

MANAGEMENT COMPONENT

Name of School District _____ Date _____ Evaluator _____

DPI ☐ Visiting LVEC ☐ Host LVEC ☐
(Check one)

DIRECTIONS: (1) Key Questions (evaluation criteria) are categorized by management area. In some cases a question will be applicable to more than one management area. [NA], [I], [E] will indicate that overlap.)

NA = Needs Assessment
GP = Goals/Planning
I = Implementation
P = Product
E = Evaluation

(2) Complete the Source of Evidence section using the following procedure:

SE Key: letters and numerals refer to specific location of data in Self Evaluation Report.
SE Report: write a tentative rating (see Key below) in this column based on evidence from the Self Evaluation Report.
On-Site Records: write a tentative rating number (see Key below) in this column based on evidence obtained from on-site records.
On-Site Interviews: write a tentative rating number (see Key below) in this column based on evidence obtained through on-site interviews.

(3) Circle the appropriate number of the Rating Scale, according to your evaluation of that question. Consider the comprehensiveness (scope) of the evidence you have identified as well as your tentative ratings in each "Source of Evidence" column, to assist in determining what number to circle. Use the following key for your rating:

NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

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(4) Short comments may be written in the Evaluator's Comments column.

MINI-VISIT RATING SCALE FOR VOCATIONAL PROGRAMS

MANAGEMENT COMPONENT

Management Area: NA = Needs Assessment
GP = Goals/Planning
I = Implementation
P = Product
E = Evaluation

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

NEEDS ASSESSMENT

Management area — Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
1. Is there evidence of a functioning, systematic and comprehensive needs assessment system? . .	A-I. 1&2 B1&B3-20	. . . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
2. Are community needs surveyed? . .	A-I. 1a F-2	. . . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
3. Are needs of surrounding districts assessed?	A-I. 1g E-3 G-4	. . . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
4. Are student's needs, interests, and abilities assessed?	A-I. 1c D1-5 E-2	. . . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
5. If staff input solicited and utilized?	E-3&4	. . . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
6. Are occupational skills identified?	A-I. 1e E-4 F-9					

GOALS/PLANNING

Management Area	Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
	1. Is there a written philosophy of vocational education which is consistent with Federal and State goals and local long range plans?	A-II. 1 E-3	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
I E	2. Are program goals and objectives written and consistent with philosophy?	A-II.2&3 E-3 A-V. 2a	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
I	3. Does the program reflect the stated philosophy, goals and objectives?	A-II.1-4 D1-9 E-14 F-8	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
E	4. Do evaluation results relate to goals of the program?	A-V. 2a	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
E	5. Are mandated evaluation requirements included in the evaluation plan?	A-V. 2b G-11	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	6. Are goals and objectives achievable in light of available resources?	E-6,7&8	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	7. Are objectives measurable?. . . .	E-6,7&8	. . . .	. . . .	. . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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5 = strength of program

GOALS/PLANNING (continued)

Management Area	Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
	Facilities and Equipment	A-II. 7 A-I. f					
NA I	8. Are facilities and equipment needs assessed?	E-3,15&16 F-4&5	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
	9. Is there a current, complete and accurate facilities and equipment inventory?.	A-II.7	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
I	10. Are in-school facilities appropriate for this particular school?	A-III.1,2 E-15,16 F-5	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
I E	11. Are a variety of available resources identified and utilized in Vocational Education planning?	A-II. 8 E-4 A-V. 3	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
I	12. Are resource centers available and adequate?	A-III.1,2 E-15,16 F-5	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
E	13. Are adequate resources available to implement the evaluation plan?	A-V. 3	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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3 = adequate
4 = slightly more than adequate
5 = strength of program

GOALS/PLANNING (concluded)

Management Area / Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
Sequential Curriculum						
14. Has course content been systemized through use of comprehensive sequential curriculum guides? . .	A-II. 6	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
15. E Are evaluation data used to provide feedback for program improvement?.	A-V. 2c E-9	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	
Costs						
16. Have maintenance costs been considered in establishing Vocational Education plans?	A-II. 7 E-3	. . . .	. . . . .	. . . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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3 = adequate
4 = slightly more than adequate
5 = strength of program

IMPLEMENTATION

Key Questions Management Area	Source of Evidence SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale NA 1 2 3 4 5	Evaluator's Comments
Advisory Committees						
1. Is advisory committee input solicited and utilized? NA	E-12 F-1&3				NA 1 2 3 4 5	
2. How effectively are advisory committee(s) functioning?	E-3&13 F-1,6,7				NA 1 2 3 4 5	
3. Are community and other resources effectively identified and used?	D1-11 F-1-11				NA 1 2 3 4 5	
Staff						
4. Is the program adequately staffed?	Chpt. 2				NA 1 2 3 4 5	
5. Is there an administrative structure for program supervision?	A-III. 7				NA 1 2 3 4 5	
6. Are programs articulated horizontally and vertically?	A-III. 6				NA 1 2 3 4 5	
Instruction						
7. Is instruction appropriate and effective at the various skill levels?	D1-8 F-9				NA 1 2 3 4 5	
8. Do instructors utilize a variety of effective teaching techniques?	D1-11 E-17				NA 1 2 3 4 5	

Key: NA = Not Applicable
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5 = strength of program

IMPLEMENTATION (concluded)

Management Area	Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
	9. Are individual student differences being measured and addressed?	A-I. 1c B1&B5-20 D1-5 D2-8&9	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	10. Are student organizations functioning effectively?	D1-3&4 G-3	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	11. Are programs competency based?		. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	12. Is appropriate instructional media available and used?	D1-11 E-4	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	13. Is on-the-job training related to classroom instruction?	D1-13 E-18 F-11	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	Guidance						
	14. Are guidance services meeting the needs of vocational teachers and students?	A-III. 3 B1&B3-24 B2&B4-22 D1-6&7 D2-14 E-2	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	15. Is the placement program functioning effectively?	D1-7 G-10	. . . .	. . . .	. . . .	NA 1 2 3 4 5	
	16. Are guidance counselors involved with vocational advisory committees?	E-1&12	. . . .	. . . .	. . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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5 = strength of program

PRODUCT

Management Area / Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
Employment Data						
1. Are employment data collected? (NA if E)	A-I. 1b				NA 1 2 3 4 5	
2. Do employers rate vocationally trained students higher in job entry skills compared to those who did not go through a vocational program?	C-5 C-6				NA 1 2 3 4 5	
3. Are employers' impressions of the vocational training received by graduates positive?	C-5 C-9-16				NA 1 2 3 4 5	
4. Do Capstone graduates obtain employment more readily than non-Capstone graduates?	C-6				NA 1 2 3 4 5	
5. Are Capstone graduates working in the cluster for which they were trained?	B1&B3-5 B2&B4-3				NA 1 2 3 4 5	
6. Do Capstone /non-Capstone graduates have the ability to hold a job?	B2&B4-5&6				NA 1 2 3 4 5	
7. Are Capstone graduates upwardly and laterally mobile in their jobs?	B2-13&14 C-7				NA 1 2 3 4 5	

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Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
t = strength of program

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PRODUCT (continued)

Management Area	Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
	8. Do three-year Capstone graduates obtain higher salaries than three-year non-Capstone graduates? . .	B2-17 B4-17	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
E	9. Is the followup response rate for employers 60 percent or higher?	A-V. 7 A-I. 1b	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
	Followup Data						
	10. To what extent are Capstone/Non-Capstone graduates equipped with adequate human relations skills?	B1&B3-14,15,16 B2&B4-10,11,12 C-17-24	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
	11. Do Capstone graduates have the skills and knowledge needed to enter post-secondary training?	B1-21,22 B2-19,20	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
	12. To what extent are Capstone graduates interested in further educational training?.	B1-21,22 B2-19,20 C-8	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
	13. Are Capstone graduates knowledgeable of the training required to obtain related jobs?	B1&B3-19					
	14. Are vocational graduates and students satisfied with their vocational training?	B1-23 B3-21 B2&B4-21 D1-10	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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5 = strength of program

Management Area / Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
15. Are students aware of employment opportunities and job options?	B1-19 B3-17 D1-14	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
16. Do graduates have an acceptance of the work ethic?	B1-17 B3-15 B2&B4-15 C-15	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
17. Are graduates knowledgeable of the U.S. economic system?. . . .	B1-18 B3-16 B2&B4-16 C-16	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
18. Is the followup response rate for graduates 60 percent or higher?.	A-V. 7 A-I. 1b	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
19. Is the vocational program preparing students for entry into nontraditional occupations? . .	B1-19 B3-3 B1-5 B2&B4-3 D1-14 B3-17	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	
20. Is the vocational program preparing students for entry into emerging occupations?.	B1-5 B3-3 B1-19 B3-17 B2&B4-3 D1-14	. . . .	. . . .	. . . . .	NA 1 2 3 4 5	

Key: NA = Not Applicable
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3 = adequate
4 = slightly more than adequate
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EVALUATION

Management Area / Key Questions	Source of Evidence: SE Key	SE Report	On-site Records	On-Site Interviews	Rating Scale	Evaluator's Comments
1. Is there a systematic, ongoing program evaluation plan developed and in use?	A-V. 1 E-9				NA 1 2 3 4 5	
2. Are evaluation procedures and techniques used appropriate for this school?	A-V. 1				NA 1 2 3 4 5	
3. Has there been involvement in the evaluation from all vocational departments and administrative levels of the school?	A-V. 5 E-3				NA 1 2 3 4 5	
4. Is the evaluation plan functional?	A-V. 6				NA 1 2 3 4 5	
5. Are evaluation data used for public relations on the vocational program?					NA 1 2 3 4 5	

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MINI-VISIT RATING SCALE FOR VOCATIONAL PROGRAMS

DISCIPLINE COMPONENT

Name of School District	Date	Evaluator	DPI ☐	Visiting LVEC ☐	Host LVEC ☐
				(check one)	

DIRECTIONS: (1) Key Questions (evaluation criteria) are categorized by management area within each discipline (Needs Assessment, Goals/Planning, Implementation, Product and Evaluation).

(2) Complete the Source of Evidence section using the following procedure:

SE Key: letters and numerals refer to specific location of data in Self Evaluation Report.
SE Report: write a tentative rating number in this column based on evidence from the Self Evaluation Report.
On-Site Records: write a tentative rating number in this column based on evidence obtained from on-site records.
On-Site Interviews: write a tentative rating number in this column based on evidence obtained through on-site interviews.

(3) Circle the appropriate number of the Rating Scale, according to your evaluation of that question. Consider the comprehensiveness (scope) of the evidence you have identified as well as your tentative ratings in each "Source of Evidence" column, to assist in determining what number to circle. Use the following key for your rating:

NA = Not Applicable
1 = weakness of program
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3 = adequate
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5 = strength of program

(4) Short comments may be written in the Evaluator's Comments column.

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MINI-VISIT RATING SCALE FOR VOCATIONAL PROGRAMS

DISCIPLINE COMPONENT

CHECK ONE:

- [ ] Special Needs

Disciplines

- [ ] Agriculture
- [ ] Business and Office
- [ ] Distributive Education
- [ ] Health Occupations
- [ ] Home Economics
- [ ] Industrial Education

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

NEEDS ASSESSMENT

Key Questions	Source of Evidence				Rating Scale	Evaluator's Comments
	SE Key	SE Report	On-site Records	On-Site Interviews	NA 1 2 3 4 5	
1. Are student's needs, interests, and abilities assessed effectively?	A-I. 1c				NA 1 2 3 4 5	
2. Are occupational skills identified effectively?	A-I. 1e				NA 1 2 3 4 5	
3. Are employment data gathered effectively?	A-I. 1b				NA 1 2 3 4 5	
4. Are community needs surveyed effectively?	A-I. 1a				NA 1 2 3 4 5	
5. Is the Advisory Committee(s) used effectively?	F-2 G-2.				NA 1 2 3 4 5	

GOALS/PLANNING

Key Questions	Source of Evidence				Rating Scale	Evaluator's Comments
	SE Key	SE Report	On-site Records	On-Site Interviews	NA 1 2 3 4 5	
1. Are student career objectives planned for and used?	Chpt. 2				NA 1 2 3 4 5	
2. Are discipline area objectives clearly stated?	Chpt. 2				NA 1 2 3 4 5	
3. Are course objectives clearly stated?	Chpt. 2				NA 1 2 3 4 5	
4. Was the statement(s) of discipline area objectives prepared within the last 3 years?	Chpt. 2				NA 1 2 3 4 5	
5. Was there broad involvement in its preparation?	Chpt. 2 A-II. 5				NA 1 2 3 4 5	
6. Do the objectives of this particular discipline help fulfill the stated purposes and objectives of the vocational education program and the school?	Chpt. 2 A-II. 3				NA 1 2 3 4 5	
7. Do the objectives identify and involve local community resources and other local community agencies?	Chpt. 2				NA 1 2 3 4 5	

☐ Special Needs

☐ Agriculture
☐ Business Education
☐ Distributive Education
☐ Health Occupations
☐ Home Economics
☐ Industrial Education

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

IMPLEMENTATION/PRODUCT

Key Questions	Source of Evidence				Rating Scale	Evaluator's Comments
	SE Key	SE Report	On-site Records	On-Site Interviews	NA 1 2 3 4 5	
1. Are offerings and content sequential?	Chpt. 2				NA 1 2 3 4 5	
2. Are training plans comprehensive?	Chpt. 2				NA 1 2 3 4 5	
3. Are project, simulation or cooperative teaching methods being used in the Capstone courses?	Chpt. 2				NA 1 2 3 4 5	
4. Is there an effort made to get students interested and involved in nontraditional courses?	Chpt. 2				NA 1 2 3 4 5	
5. Are written courses of study and teaching guides available for all courses in the discipline area?	Chpt. 2				NA 1 2 3 4 5	
6. Are instructional provisions made for students of varying abilities and varying learning rates?	Chpt. 2				NA 1 2 3 4 5	
7. Are diverse instructional materials and equipment, including learning media, in general use?	Chpt. 2				NA 1 2 3 4 5	
8. Is there a general formula for teaching load and class size?					NA 1 2 3 4 5	

☐ Special Needs

☐ Agriculture
☐ Business Education
☐ Distributive Education
☐ Health Occupations
☐ Home Economics
☐ Industrial Education

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

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IMPLEMENTATION/PRODUCT (concluded)

Key Questions	Source of Evidence				Rating Scale	Evaluator's Comments
	SE Key	SE Report	On-site Records	On-Site Interviews	NA 1 2 3 4 5	
9. Do teachers' schedules allow adequate time to prepare for their classes, for coordination visits, and/or to work individually with students?					NA 1 2 3 4 5	
10. Is an organizational structure or provision made to assure a continuous curriculum appraisal and improvement program?	A-II. 6				NA 1 2 3 4 5	
11. Do teachers keep themselves updated on new practices and content in this field (through personal or in-service programs)?	A-III. 4				NA 1 2 3 4 5	
12. Is a youth group organized and active?	D1-3				NA 1 2 3 4 5	
13. Are 70 percent or more one-and three-year Capstone graduates working in this or a related occupational area?	B1&B2-3				NA 1 2 3 4 5	
14. Are 20 percent or more one-and three-year Capstone graduates continuing their education in a related post-secondary field?	B1&B2-20				NA 1 2 3 4 5	

☐ Special Needs

☐ Agriculture

☐ Business Education

☐ Distributive Education

☐ Health Occupations

☐ Home Economics

☐ Industrial Education

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

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EVALUATION

Key Questions	Source of Evidence				Rating Scale						Evaluator's Comments
	SE Key	SE Report	On-site Records	On-Site Interviews	NA	1	2	3	4	5	
1. Are general evaluation techniques used to determine whether students in a particular course are accomplishing the objectives established for them?					NA	1	2	3	4	5	
2. Are the techniques relevant to and consistent with the stated objectives?					NA	1	2	3	4	5	
3. Is progress toward students career objectives assessed?					NA	1	2	3	4	5	
4. Do the training plans relate to the evaluation plan?					NA	1	2	3	4	5	
5. Materials and exhibits requested in the Self Evaluation Manual were prepared and ready for on-site evaluation.					NA	1	2	3	4	5	

☐ Special Needs

☐ Agriculture

☐ Business Education

☐ Distributive Education

☐ Health Occupations

☐ Home Economics

☐ Industrial Education

Key: NA = Not Applicable
1 = weakness of program
2 = slightly less than adequate
3 = adequate
4 = slightly more than adequate
5 = strength of program

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APPENDIX A

INTRODUCTION

This on-site mini-visitation represents the second phase of the three phase evaluation of the _____ Education program. The first phase was a self evaluation completed by the vocational instructional and administrative staff under the direction of the Local Vocational Education Coordinator (LVEC). The second phase represents the observations, recommendations, and suggested solutions of the visiting evaluation mini-team. The third and final phase of the visitation rests with the local school district - that of implementation of the evaluation findings.

The mini-visitation incorporates the same criteria, sources of evidence, and written conclusions, recommendations, and suggested solutions as a full on-site visitation but in a condensed format completed by two evaluators. In addition, a rating scale completed by the evaluators on each criteria introduces the reader to a numerical measure of program quality and effectiveness in addition to the narrative evaluation.

The main goal of the program evaluation as designed is program improvement at the local level. The school district will benefit in this respect as well as satisfying state and federal requirements of program evaluation.

The evaluation represents involvement of employers, recent graduates, students, vocational educators, school board members, administrators, and advisory committee members as active contributors to the evaluation process. A very significant outcome of the evaluation is the involvement of people, from many areas, in a common effort to improve vocational education. Thus, the evaluation model has provided an opportunity to further develop dialogue between the school and community.

The reader should understand that each section of the team report represents the collective judgment of both evaluators. While each evaluator was assigned either the curricular or management component, team consensus meetings were held during the visitation for the express purpose of reviewing, sharing, and consolidating observations and findings.

General findings can be found in the Overview of Findings section of this report. More specific conclusions, recommendations, and suggested solutions for the defined management and curricular areas can be found in the body of the report.

TEAM OVERVIEW OF FINDINGS

The _____story, as viewed in the eyes of this evaluation team, may be best summed up with the statement: "A student at_____ High School can be somebody if he or she wants to be." The school size, the fiscal budgets, the individual attention paid to each student, the universal commitment and cohesiveness of the staff and administration to the common goal of student assistance is unique in this school as compared to a school of any size. The wide diversity of opportunity offered in a high school of just over 100 students enables a student to achieve goals and objectives.

To be more specific, we find the following areas of strength to be commendable:

- Community commitment to education is very strong as demonstrated by the willingness of the electors to pay extra to maintain their own school, small class sizes where students obtain the individual assistance needed and the present consideration being given to expansion of the elementary building and vocational center.
- The vocational education staff is extremely dedicated and committed to the children of Arkansaw as demonstrated by the combined total of 50 years of service to the district.
- Project MARK is a unique and exemplary project to serve the special needs students and is a pilot project in the State of Wisconsin.
- The home economics curriculum guides being developed are a model for curriculum development that could be used in all vocational disciplines.
- The work experience programs or cooperative education programs being offered in agriculture and business education offer a wide variety of work experiences for students, even though the students are not always placed in jobs related to their vocational training.

Some specific areas of general improvement that need work are:

- Cooperative education and job experience programs operating in agriculture frequently have students placed in areas not related to training in agriculture.
- Post-secondary training for students going on to school is seldom in the area of training received in high school.
- Students expressed, in the followup instruments, limited knowledge of new, emerging or nontraditional occupations or the role they could play in those occupations.

- Academic and vocational services to special needs students need improvement. LD students need more supervision and assistance; interest is expressed by most staff and parents for a local placement of the EMR students.

- Needs assessment of occupation skills, student interest and the employment community should be formalized to enable students to make more accurate employment or career decisions.

The reader will find in the following pages a more specific report which focuses on the six major areas of program evaluation concern:

- Needs Assessment
- Goals and Planning
- Implementation
- Product
- Evaluation
- Special Needs

Team comments in each of the areas are divided into three segments: Conclusions, Recommendations, and Suggested Solutions. The "Conclusions" column displays evaluation findings noting strengths and weaknesses found. "Recommendations" contain statements which encourage or provide direction for continuance or improvement. The "Suggested Solutions" column consists of specific statements for implementation of recommendations.

A report is also provided for each of the vocational education occupational areas within the_____high school vocational program:

- Agriculture
- Business and Office
- Distributive Education
- Home Economics
- Industrial Education

While many of the following evaluatory comments will reflect program deficiencies, this should not be construed as concentrating on negative aspects but rather on those aspects that can lead to program improvement.

EXAMPLE: Management Report

Area of Concern NEEDS ASSESSMENT

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. A public opinion survey has been conducted to determine what programs and services should be emphasized.	1. A formalized periodic needs assessment survey should be conducted.	1. Organize and operate a complete needs assessment on a periodic basis to include: • parent concerns • student concerns • staff concerns about the programs offered.
2. Students were surveyed about their interests in agriculture.	2. All programs should be surveyed to determine student interests so that better decisions may be made.	2. Survey student interests at the ninth grade to determine the future offerings by program.
3. Needs are identified informally through community contacts and advisory committees for business education and agriculture.	3. Implement a procedure whereby a more comprehensive assessment of employment needs for each discipline can be conducted.	3a. Start advisory committees in industrial education and home economics. b. Advisory committees should meet more than twice a year. c. Advisory committees need to provide more input in determining the curriculum and program needs. d. Advisory committees should review the competencies expected for each program and help to determine if they have been met. e. Include members with expertise/involvement with special needs on advisory committees.
4. Evidence in the self-study reveals that students know their interest and abilities.	4. Continue to determine students interest and abilities. This would be helpful for planning purposes if the data were available in the ninth grade.	

Area of Concern NEEDS ASSESSMENT (CONCLUDED)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
5. One, three and five-year follow-up of graduates by the guidance counselor is used to evaluate the guidance services.	5a. Continue to followup students but give consideration to a formalized followup system to collect all the necessary information needed through one instrument. b. Assess the effectiveness of existing course offerings.	5a. Develop one followup instrument to collect the data needed for program inprovement and for services provided: industrial education, home economics, business education, and guidance services. b. A different instrument may be used for each program.
6. The number of employers followed up for the self evaluation was for only one discipline, business education.	6. Employers in other disciplines should be surveyed to determine the effectiveness of the program.	6. Continue to contact employers as was done for the evaluation to get their input on: • effectiveness of training of graduates • improvement in programs

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EXAMPLE: Discipline Report

Area of Concern INDUSTRIAL EDUCATION

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
The industrial education program provides some exploratory activities beginning in the 7th, 8th and 9th grades; followed by unit shop activities at the high school in five areas of industrial education. These courses culminate with occupational preparation programs in building construction and metal working trades.		
	NEEDS ASSESSMENT	
1. Needs assessment is done on an informal basis without the gathering of formal data regarding the total industrial opportunities in the community and the needs of the total student body.	1. Initiate a formal needs assessment of the total business and industry community to identify the areas of need that can be met through the industrial education department. A formal assessment of the student body should be completed to determine student needs that are not being met through the present course offerings.	1a. An industrial education advisory committee should be utilized to help complete the community needs assessment. b. The guidance department should be used to administer a student needs assessment instrument.
2. The building trades advisory committee is established and provides valuable input for this program.	2. Continue to utilize this committee for the building projects. Activate a committee to be concerned with total industrial education programs.	2a. Establish an overall advisory committee with representation of all industrial occupational areas. b. Identify purpose and responsibility of committee. c. Establish definite topics of discussion for all meetings.

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Area of Concern INDUSTRIAL EDUCATION (CONTINUED)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
	GOALS/PLANNING	
3. Based on the Self Evaluation Report and on-site records there is not a stated department philosophy and department goals.	3. Consider department curriculum development workshop to identify a rationale, broad objectives and content organizers (courses) to meet these objectives.	3. Utilize summer workshop system and have all staff members evaluate present program. Identify total industrial education program to meet the needs as identified through results of 1a and b.
	IMPLEMENTATION/PRODUCT	
4. Occupational programs are provided in building trades and metal working trades.	4. Continue these programs and continue to evaluate content and appropriateness to industry and student needs.	4. Advisory committee input on trends in industry are important to content.
5. The enrollment of females is low.	5. Evaluate existing course content for activities relevant to female enrollment.	5. Exploratory programs at junior high school can be evaluated for stereotypic content.
6. The Vocational Industrial Clubs of America (VICA) is not provided as an integral part of the industrial education curriculum.	6. Secure an advisor or advisors to develop this activity.	6. Contact Bill Ratzburg or Dick Kitzmann at DPI (608) 266-3551.
	EVALUATION	
7. Evidence in the Self Evaluation Report on student response indicated a high degree of satisfaction of students with their high school preparation.	7. Conduct a continuous evaluation through a variety of means and use the data to improve the program and instruction.	7a. Assess students reaction to materials methods to determine interest and appropriateness. b. Involve advisory committee members for input on industry needs as related to students training.

Area of Concern INDUSTRIAL EDUCATION (CONCLUDED)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
8. The industrial education program is limited in scope to five areas of skill.	8. Contemporary industrial education should involve a study of industry, graphic communications, alternate energy sources and uses, electrical power and hydraulics and diesel mechanics.	8. A thorough evaluation of existing offerings should be made with curriculum development set at a high priority. Refer to workshop recommendation.

APPENDIX B

PERSONAL INTERVIEWS

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation:

Name	Title

APPENDIX C

SCHEDULE OF INTERVIEWS

Interviewer: _____

Time	Name and Position of Activity	Place (fill in rooms/ numbers)
	Day One (day)	
8:00 - 8:30	*Staff/Team Introductory Meeting*	
8:30 - 10:00	*Self Evaluation/On-Site Records Analysis II.*	
10:00 - 12:00	*Interview Assignments*	
*12:00 Noon**	*Lunch*	
1:00 - 5:00	*Interviews and/or On-Site Records Analysis*	
5:30	*Dinner*	
7:30 - 8:30	*Rating Scale Writing*	
8:30 - 10:00	*Team Consensus Meeting*	
	Day Two (day)	
8:00 - 10:00	*Additional interviews scheduled by the evaluator, analysis, or report writing/typing*	
10:00 - 12:00	*Report Writing - Rough draft typing*	
*12:00 Noon**	*Lunch*	
1:00 - 2:30	*Report Reading - two evaluators and host LVEC*	
2:30 - 3:00	*Rating Scale writing wrap-up*	
3:00 - 3:30	*Oral Report of Team with LVEC/Administrator*	
3:30 - 4:00	*Debriefing*	

**Adjust to fit school schedule*

SCHEDULE OF INTERVIEWS

Interviewer: *Name - Management Evaluator*

Time	Name and Position of Activity	Place (fill in rooms/ numbers)
	Day One (day)	
8:00 - 8:30	*Staff/Team Introductory Meeting*	*Team Wk. Rm. B22*
8:30 - 10:00	*Self Evaluation/On-Site Records Analysis II.*	
10:00 - 12:00	*Interview Assignments*	
10:00 - 10:30	*John Jones - District Administrator*	*Central Office*
10:45 - 11:15	*Mary Weber - High School Principal* *Tom Larson - Junior High School Principal*	*Central Office*
*12:00 Noon**	*Lunch - with students*	*Cafeteria*
1:00 - 5:00	*Interviews and/or On-Site Records Analysis*	
1:00 - 1:30	*Kelly Smith, Employer*	*Team Wk. Rm. B22*
1:45 - 2:30	*Bob Thomas, Employer & Jean Tennyson, Guidance Staff*	*A-46*
2:45 - 4:00	*Contact Advisory Committee members by phone*	*A-30*
4:30 - 5:00	*LVEC Interview*	*Team Wk. Rm. B22*
5:30	*Dinner - with 3 Board members (list names)*	*"Joe's Diner"*
7:30 - 8:30	*Rating Scale Writing*	*Team Wk. Rm. B22*
8:30 - 10:00	*Team Consensus Meeting*	*Team Wk. Rm. B22*
	Day Two (day)	
8:00 - 10:00	*Additional interviews scheduled by the evaluator, analysis, or report writing/typing*	*Team Wk. Rm. B22*
10:00 - 12:00	*Report Writing - Rough draft typing*	*Team Wk. Rm. B22*
*12:00 Noon**	*Lunch*	*Cafeteria*
1:00 - 2:30	*Report Reading - two evaluators and host LVEC*	*Team Wk. Rm. B22*
2:30 - 3:00	*Rating Scale writing wrap-up*	*Team Wk. Rm. B22*
3:00 - 3:30	*Oral Report of Team with LVEC/Administrator*	*Central Office*
3:30 - 4:00	*Debriefing*	*Team Wk. Rm. B22*

**Adjust to fit school schedule*

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SCHEDULE OF INTERVIEWS

Interviewer: *Name - Discipline Evaluator*

Time	Name and Position of Activity	Place (fill in rooms/ numbers)
Day One (day)		
8:00 - 8:30	*Staff/Team Introductory Meeting*	*Team Wk. Rm. B22*
8:30 - 10:00	*Self Evaluation/On-Site Records Analysis II.*	*Team Wk. Rm. B22*
10:00 - 12:00	*Interview Assignments*	
10:00 - 10:30	*Business Education Departmental Interview*	*A-16*
10:45 - 11:30	*Home Economics Departmental Interview*	*B-30*
*12:00 Noon**	*Lunch - with students*	*Cafeteria*
1:00 - 5:00	*Interviews and/or On-Site Records Analysis*	
1:00 - 1:45	*Industrial Education Departmental Interview*	*A-5*
2:00 - 2:45	*Agriculture*	*A-7*
3:00 - 3:45	*LVEC Interview*	*Team Wk. Rm. B22*
4:00 - 5:00	*Phone calls to Advisory Committee members*	*A-30*
5:30	*Dinner*	*"Joe's Diner"*
7:30 - 8:30	*Rating Scale Writing*	*Team Wk. Rm. B22*
8:30 - 10:00	*Team Consensus Meeting*	
Day Two (day)		
8:00 - 10:00	*Additional interviews scheduled by the evaluator, analysis, or report writing/typing*	*Team Wk. Rm. B22*
10:00 - 12:00	*Report Writing - Rough draft typing*	*Team Wk. Rm. B22*
*12:00 Noon**	*Lunch*	*Cafeteria*
1:00 - 2:30	*Report Reading - two evaluators and host LVEC*	*Team Wk. Rm. B22*
2:30 - 3:00	*Rating Scale writing wrap-up*	*Team Wk. Rm. B22*
3:00 - 3:30	*Oral Report of Team with LVEC/Administrator*	*Central Office*
3:30 - 4:00	*Debriefing*	*Team Wk. Rm. B22*

**Adjust to fit school schedule*

SECONDARY VOCATIONAL PROGRAM EVALUATION

MINI-VISIT RATINGS

_____ HIGH SCHOOL, MAY__ & __ 1980

Table 1

Evaluated Areas	Frequency of Ratings							Mean
KEY	1 No Data Available	2 Weakness of Program	3 Slightly Less Than Adequate	4 Adequate	5 Slightly More Than Adequate	6 Strength of Program	7 Outstanding Strength	
MANAGEMENT COMPONENT								
Needs Assessment		1	2 ■	3				3.33
Goals/Planning	1	2	2	4 ■	5	2		4.00
Implementation		1	5	4 ■	3	2		4.00
Product			4	6	4 ■	6	3	4.91
Evaluation		1	4 ■					2.80
Combined Management Area	1	5	17	17 ■	12	10	3	4.04
DISCIPLINE AREA 1. Agriculture 2. Business/Office 3. Distributive Education 4. Health Occupations 5. Home Economics 6. Industrial Education 7. Special Needs		7 ■	6 ■ 3 ■	2 ■ 5 ■	1 ■			
								11.1

■ Graphic Display of Mean

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SECONDARY VOCATIONAL PROGRAM EVALUATION

MINI-VISIT RATINGS

Table 4

Discipline Areas Evaluated	Frequency of Ratings							Mean
	1 No Data Available	2 Weakness of Program.	3 Slightly Less than Adequate	4 Adequate	5 Slightly More than Adequate	6 Strength of Program	7 Outstanding Strength	
DISTRIBUTIVE EDUCATION								
Needs Assessment		3	2					2.4
Goals/Planning				6	1			4.14
Implementation/Product	1		1	5	6	3		4.73
Evaluation			2	2				3.50
Overall Discipline Area	1	3	5	13	7	3		4.19

■ Graphic Display of Mean

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MINI-VISIT RATING SCALE

The Mini-Visit Rating Scale was developed as a worksheet to assist the two evaluators in their assessment of vocational program management and discipline areas. The Rating Scale contains evaluation criteria for:

1. Management Component

   - needs assessment
   - goals and planning
   - implementation
   - product
   - evaluation

2. Discipline Component and Special Needs

   - agriculture
   - business/office
   - distributive education
   - health occupations
   - home economics
   - industrial education
   - special needs

The evaluation criteria for each discipline component are further broken down into the five management areas.

Evaluators gather evidence from three sources on which to base their rating: from the Self Evaluation Report, from on-site records, and from on-site interviews. In many cases extreme ratings (at either end of the scale) prompt written conclusions, recommendations, and suggested solutions. Team members share ratings during a consensus meeting, so that the final report is a team report. Evaluators finalize their ratings on Day Two of the on-site visit, after intensive data on Day One.

Table 1 shows the frequency of ratings for each management area as well as a combined management frequency. Mean ratings for each management area are indicated in the final column as well as shown graphically in block form on each horizontal axis. The final horizontal axis graphically displays composite mean ratings of each discipline area within the school's total vocational program. The reader will note that in some cases extreme scores (on either end of the scale) will influence the position of the mean. For this reason, individual interpretations should be made of the general frequency distribution, as well as using the mean rating as an evaluation guideline.

Subsequent tables show mean and frequency of ratings by individual vocational discipline and special needs area. Each discipline table is displayed preceeding the conclusion pages for that discipline.

APPENDIX E

Secondary Vocational Education Program Evaluation

The primary purpose of this evaluation activity is to provide information for answering key evaluation questions which cannot be feasibly or effectively obtained through questionnaire centered evaluation activities. For instance, a narrative discussion will more effectively respond to the key question, "How is the Vocational Education Program interpreted to the community?", than could be obtained through opinionnaire response.

The format for the self evaluation narrative is organized following the five identified phases of the program evaluation: (1) Needs Assessment, (2) Goals/Planning, (3) Implementation, (4) Product, (5) Evaluation. Key questions displayed within each phase should be answered as accurately and concisely as possible. Excessive wordage and overlap between questions is to be discouraged. An outline or chart may, in some cases, be the most accurate and concise answer. If no information is available concerning occasional questions, a simple statement to that effect will suffice. Remember, visiting team members who will be reading the report will want to gather as much accurate information about your program as possible within the limited time frame which they have available.

This close look at your program through inquiring into the various methods used to accomplish your goals has independent value as an evaluation and planning vehicle. However, this activity is meant to be combined and coordinated with other activities such as followup of graduates, assessment by employers, professional staff, students and advisory committees, and culminating with an on-site team review, to present a guide for the improvement of all aspects of the Vocational Education Program.

IMPORTANT. In responding, do follow the numeric and letter outline format of this questionnaire exactly. This is because team members will be referred to a specific section by number and letter. Example: the team member investigating your needs assessment activities will be referred from the Team Handbook to (A-I, 1 & 2). This directs the evaluator to Form A, I., Items 1 and 2.

...please turn to page 2...

NOTE: If any of the information asked for in Form A appears elsewhere in the Self-Evaluation Report, please state the location clearly so that the evaluator may turn directly to that section.

Section I. Needs Assessment

1. Describe needs assessment procedures used. Specify how the following needs and/or data are surveyed/gathered:

   a. community needs

   b. employment data

   c. student needs, interests, abilities

   d. followup data

   e. occupational skills

   f. facility and equipment needs

   g. needs of surrounding districts

2. How are needs assessments kept current?

Section II. Goals/Planning

1. Describe in a few sentences the major philosophy of the school and the Vocational Education program. Where is it written? How is it made available to the community?

2. List Vocational Education program goals and objectives if not included in 1. above.

3. How are the objectives of the Vocational program consistent with the philosophy of the school?

4. How have appropriate Federal and State goals been taken into account?

5. Who is involved in establishing plans for Vocational Education? (One and five year)

6. What provision is made to assure a continuous appraisal and curriculum improvement program? Discuss present use of comprehensive sequential curriculum guides.

7. How are priorities established for allocating resources to facility and equipment needs? Are inventories for facilities and equipment kept current and complete?

8. How are available resources identified and utilized in Vocational Education planning? (Include community resource surveys, District, State and Federal support services, etc.)

...please turn to page 3...

Section III. Implementation

1. How adequate is the space that is provided for classrooms, laboratories, and shop areas to assure safe and effective instruction?

2. How adequate are non-instructional areas, including resource centers, storage, rest rooms, offices, etc.?

3. How are guidance services made available to vocational students and teachers?

4. List the in-service activities which were conducted for vocational staff, either separately or with other school staff, during this and the immediately preceding academic year. Include administrative, instructional, and supportive staff, and include any projected such activities for the balance of this academic year.

5. How is the vocational education program interpreted to the community? List and/or attach current-news releases, publications, open houses, projects, newspapers, etc.

6. How are vocational programs articulated horizontally and vertically?

7. How is program supervision accomplished? Include an administrative chart for Vocational Education in your school.

Section IV. Product

1. Explain any procedures currently being used for dropout prevention involving vocational/Capstone students.

2. Breifly list procedures presently in force for contacting or keeping in contact with vocational/Capstone graduates.

3. Explain services offered to special needs students. Include how needs were assessed and provided for. (Use the current or immediate past academic year for response base.)

Section V. Evaluation

1. What plan for evaluation of the total vocational program has been used prior to this evaluation?

2. How does the evaluation plan:
   a. relate to the goals of the program,
   b. satisfy mandated requirements,
   c. provide feedback data for program improvement.

3. What resources are made available to conduct the current program evaluation? Discuss budget allocations and staff time allotted to evaluation.

4. What estimated and actual costs were incurred in the current evaluation?

...please turn to page 4...

5. How were program staff utilized in the current evaluation? List staff and committees.

6. Is the evaluation plan functional cost-wise, time-wise, and personnel-wise?

7. What constraints have you encountered in completing the current program evaluation?

Following is a brief discussion of the principles of interviewing which may be of help to you in preparing for your role as a member of the evaluation team.

PRINCIPLES OF INTERVIEWING

We know that in order to understand people, we must know what some of their needs are. A respondent in an interview situation has needs which the interviewer must understand and try to meet.

____ respondents need to see the interviewer as someone who is not a threat to their immediate or future well-being, nor to their self-esteem;

____ they need to see the Evaluation itself as not posing a threat;

____ they need to understand, even in a limited way, the purpose of the evaluation, the reason they were selected and why their cooperation is required;

____ they need to see the interview situation as a pleasant way of spending some time.

____ they need to feel, after the interview is completed, that they had a real opportunity to express themselves freely on the subject.

To meet these needs of the respondent, the interviewer must be very conscious of what he/she is doing and how he/she is doing it. Certain techniques should be followed to help insure a good interviewing relationship, as well as to obtain an accurate, unbiased interview. Let us now turn to a discussion of some of those techniques and procedures.

ESTABLISHING AND MAINTAINING GOOD INTERVIEW RELATIONS

A good interviewing relationship requires that respondents feel relaxed and at ease with the interviewer - to the point where they feel free to say what they <u>really</u> think or feel about a given subject, without fear of criticism or disapproval. To maintain an atmosphere of this kind, the interviewer must have a sympathetic interest in people and the ability to recognize and understand their feelings. He/she must respond in both an encouraging, reassuring or supportive way. But support should not influence or bias the content of what they say. Assuming you have the basic conviction and sincerity necessary to good interviewing, you will rapidly become sensitive to the moments in an interview where encouragement or reassurance is needed, but some standard professional procedure will help you to minimize the need and to deal with it when it arises.

Generally, keep the following points in mind while conducting an interview:

a. Be <u>friendly</u> <u>and informal</u> but, at the same time, <u>professional</u> in your manner. Remember that you are a stranger, and everything you say or do should help to gain the respondent's confidence in you as well as in themselves.

b. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent, on the respondent's ideas about those subjects, or "how we do it at home." You must never betray feelings of shock, surprise, indignation or disapproval at what the respondent is saying either by word or involuntary gesture. Your job is to understand and accept what they are saying, not to approve or disapprove of it, nor to agree or disagree with it.

c. Be a sympathetic, interested and attentive listener. Encouraging nods, "uh-huhs," "I know how you feel," and similar gestures will convey to respondents that they are understood and that their opinions are valued and appreciated. . But don't overdo it! There is nothing quite so distracting to the average person as the listener who keeps up a running stream of "uh-huh," "Is that so," when it's not needed. A nod of the head is usually a much more articulate way of showing your interest than a constant clucking in the background, which many respondents will feel is a camouflage for a lack of genuine interest in them and their problems.

d. Be observant. Be alert to the way in which respondents express themselves and to gestures they use. These signs may serve as clues that respondents are becoming uncomfortable and ill-at-ease or that they are not expressing what they really feel.

e. Last but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Beyond these standard points applicable to all interviews, there are some respondents or situations that require encouragement or reassurance either in getting the interview started or during its course. The cardinal principle in all of these cases is to put the respondents at ease and to get them interested in the interview. Frequently you will know what to do simply by putting yourself in the respondent's position, and asking yourself how you would be feeling under those circumstances.

NOTE: Adapted from Team Member Handbook for Evaluation, Division of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1976, pp. 142.